

USING DATA FOR IMPROVEMENT

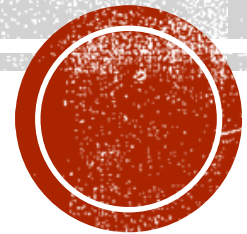
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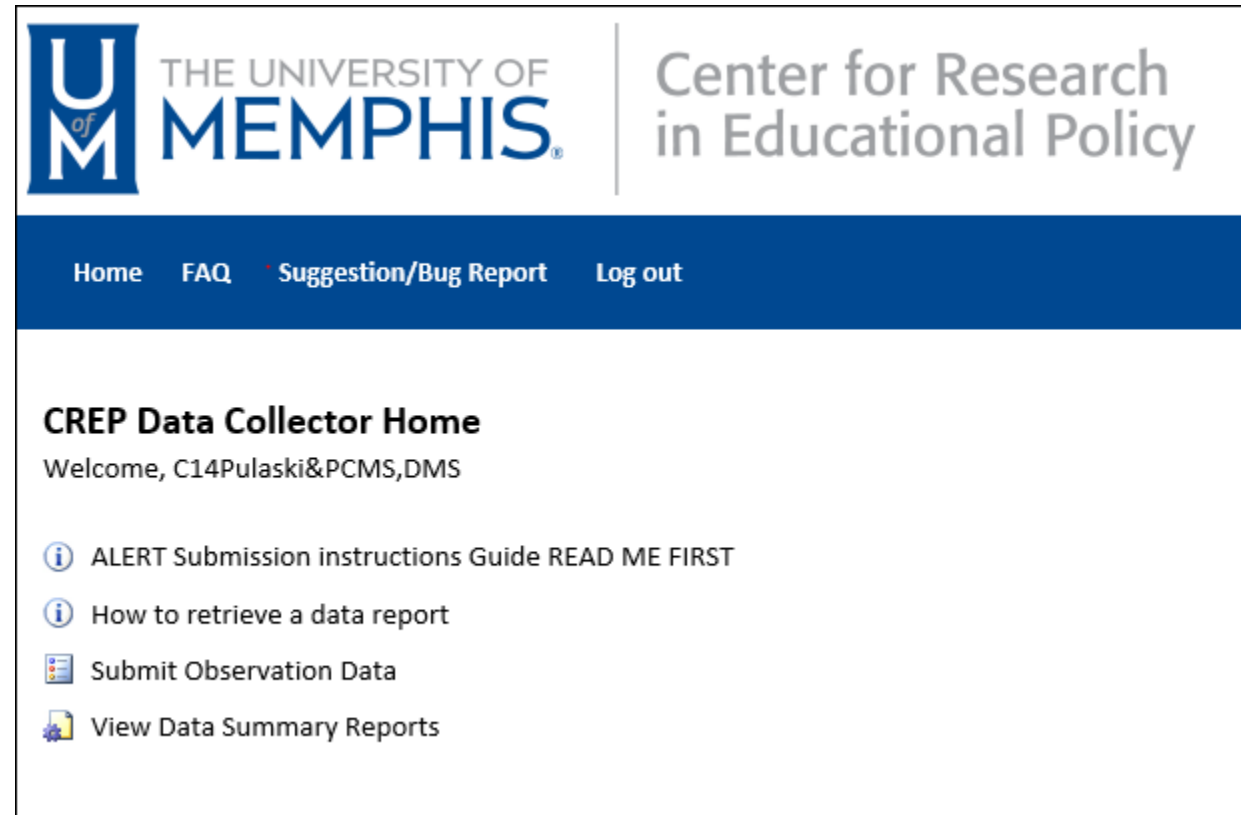
A CLOSER LOOK

- Program Quality Self-Assessment Tool (PQSA)
- Teacher Survey
- Student Survey



ACCESSING REPORTS VIA CREP SWS

- Log into the CREP system with the GMD/ALERT username and password.




The screenshot displays the web interface for the CREP Data Collector. At the top, the header includes the University of Memphis logo and the text 'THE UNIVERSITY OF MEMPHIS' on the left, and 'Center for Research in Educational Policy' on the right. Below the header is a dark blue navigation bar with white text links: 'Home', 'FAQ', 'Suggestion/Bug Report', and 'Log out'. The main content area is titled 'CREP Data Collector Home' and includes a personalized welcome message: 'Welcome, C14Pulaski&PCMS,DMS'. Below this, there is a list of four links, each preceded by an information icon (i in a circle): 'ALERT Submission instructions Guide READ ME FIRST', 'How to retrieve a data report', 'Submit Observation Data' (with a document icon), and 'View Data Summary Reports' (with a document icon).




ACCESSING REPORTS VIA CREP SWS

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Select a Project:
Single-click a row to select it. Single-click the header to sort.

Name	Start Year	End Year
<input type="text"/>	<input type="text"/>	2018 - 2019
CCLC - Virginia	2006 - 2007	2018 - 2019



[Home](#) [FAQ](#) [Suggestion/Bug Report](#) [Log out](#)

[Back](#) [Online Report](#) [Paper Report](#) [Saved Custom Reports](#)

Auto-Report Filters for: CCLC - Virginia Project:

I. Select Academic Year(s):
☒ All Academic Years
☐ Selected Year(s):

Select	Year
<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	2006 - 2007
<input type="checkbox"/>	2007 - 2008
<input type="checkbox"/>	2008 - 2009
<input type="checkbox"/>	2009 - 2010
<input type="checkbox"/>	2010 - 2011
<input type="checkbox"/>	2011 - 2012
<input type="checkbox"/>	2012 - 2013
<input type="checkbox"/>	2013 - 2014

II. Select Instance(s):
☒ All Instances
☐ Selected Instance(s):

Select	Instance	Instrument -- Version	Survey Year	Survey Period
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	Newport News City Public Schools (SES) C10 (ALERT 2013-2014)	ALERT -- Annual Local Evaluation Report Template for VA 21st CCLC (v.4)	2013 - 2014	School Year
<input type="checkbox"/>	ALERT 2014-2015	ALERT -- Annual Local Evaluation Report Template for VA 21st CCLC v.5	2014 - 2015	School Year
<input type="checkbox"/>	Center Profile for Summer 2014 and 2014-2015 School year	CCLCProfile -- CCLC APR-Center Profile	2014 - 2015	School Year
<input type="checkbox"/>	GMD (2014-2015)	GMD -- Grantee Monitoring Document for VA 21st CCLC 2015	2014 - 2015	School Year
<input type="checkbox"/>	ALERT 2015-2016	ALERT -- Annual Local Evaluation Report Template for VA 21st CCLC v.6	2015 - 2016	School Year
<input type="checkbox"/>	GMD (2015-2016)	GMD -- Grantee Monitoring Document for VA 21st CCLC 2016	2015 - 2016	School Year
<input type="checkbox"/>	Teacher Survey	CCLCTeach -- CCLC Virginia Teachers Survey v.2	2015 - 2016	School Year
<input type="checkbox"/>	ALERT 2016-2017	ALERT -- Annual Local Evaluation Report Template for VA 21st CCLC v.7	2016 - 2017	School Year



PQSA TOOL: DATA COLLECTED

- Academic Focus
- Compliance with 21st CCLC Regulations
- Youth Development Needs
- Ensuring Safety
- Coordination with School
- Staff and Professional Development
- Community Partnerships
- Sustainability
- Management and Governance
- Areas of Strength



PQSA TOOL: RATINGS

- Proficient: Our program is proficient and can serve as an example to others.
- Acceptable: This element is fully developed and is practiced consistently in our program.
- Developing: We are currently developing this element.
- Needs Improvement: This element does not exist in our program or is in the early stages of development.
- Don't Know: I am unfamiliar with this element.



PQSA TOOL: MOCK ANALYSIS

- Independently review the report.
- Small group activity: Use the PQSA Guidebook to analyze the sample data report.
- Identify a *Reporter* and *Recorder*.



TEACHER SURVEY: DATA COLLECTED

- Seven questions to determine improvement
 - Attendance
 - Academic performance
 - Behavior
 - Homework completion
 - Class participation
- At least ten students need to complete the survey in order to receive a report
 - Protect student identities
 - The fewer students that take the survey, the easier it will be to identify them



TEACHER SURVEY: DATA REPORTED

- Student names
- School
- Subject (secondary only)
- Number of students per grade level participating
- Student Responses



TEACHER SURVEY: DATA USE

- Respond to Character Education questions in ALERT
- How else might you use this data?



STUDENT SURVEY: DATA COLLECTED

- Approximately 32 questions
- Student responses
 - Yes, Sometimes, No
 - Agree, Not Sure, Disagree
- Students individually complete the survey online during the afterschool program
- Student provides grade level which will indicate additional questions for secondary students
- At least ten students must complete survey for Summary report to be available



STUDENT SURVEY: DATA ANALYSIS

- Independently review data
- Turn and talk to a colleague about...
 - What are celebrations?
 - What are areas for improvement?
 - How would you use this data?
 - Are there other questions you would like to add?



EVALUATION CONTACTS

- State evaluations
 - Michael Courtney
- University of Memphis/CREP
 - Margie Stevens
 - Sylvia Feibelman

